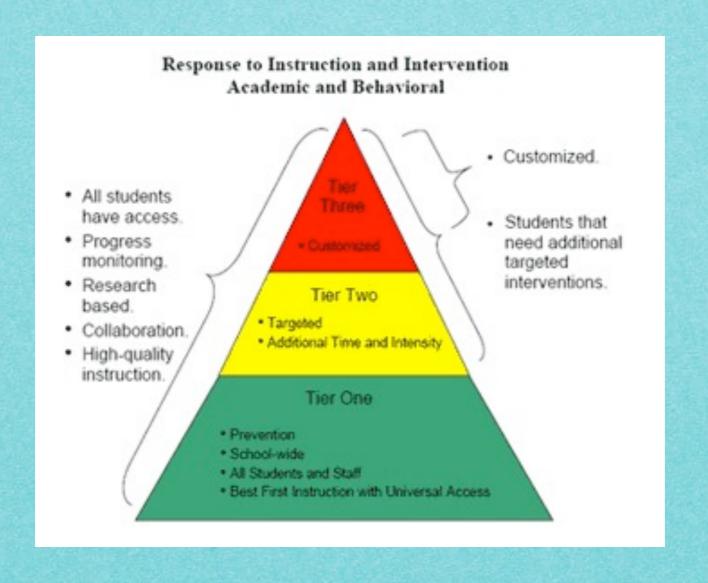


# RTI-Response to Intervention, or Response to Instruction?



## RTI that incoporates

- Scientifically-based Instruction
- Proactive Instructional Design
- Purposeful Technology

### What is UPL?







What do these things all have in common?





UPL

Universal Design for Learning reconceptualizes curriculum design by bringing student diversity to the forefront and supporting the design of curricula that are more flexible and accommodating of diverse students' needs (Rose & Meyer 2002).

### The tenets of UDL

### Universal Design for Learning Guidelines

### I. Provide Multiple Means of Representation

- 1: Provide options for perception
- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

### II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action
- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

### III. Provide Multiple Means of Engagement

- 7: Provide options for recruiting interest
- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

- 2: Provide options for language, mathematical expressions, and symbols
- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance
- B: Provide options for sustaining effort and persistence
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

### 3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

### 5: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

### 9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

### Resourceful, knowledgeable learners

### Strategic, goal-directed learners

### Purposeful, motivated learners



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### Content!!

- Technology can be used to create more accessible, meaningful content at the outset.
- Technology can be used to engage students, assess students, and progress monitor students.
- Technology should be available as a forethoughtnot an afterthought.

### Assistive Technology

Assistive Technology (AT) is any device, piece of equipment or product that makes it easier for someone with a disability to live more independently and safely, work at a job, learn in school, get about their community or pursue play and leisure. AT can be custom made or commercially available. -MaineCITE

# AT usage in SPEP

The current limited view of AT neglects the importance of technology as a critical support for students, especially for students with mild disabilities. - (Basham, et. al. 2010).

### Typical RTI Framework

- solid core of scientifically based or researchbased instruction for academics and behavior
- targeted, research-based interventions, delivered in a rapid response to students in need of supplemental intervention
- the most intensive interventions are provided to students who need them, based on assessments and their performance data- (Basham, et. al. 2010).

# A happy marriage?

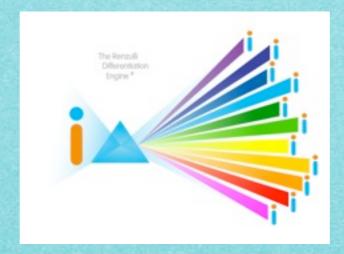
The intentional use of school-wide practices across a comprehensive system of instruction, intervention, and technology supports provides a structure that spans three tiers. - (Basham, et. al. 2010).

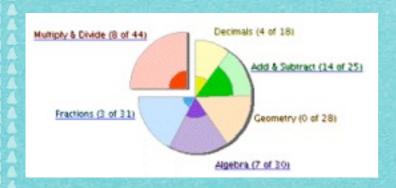
### Educational Technology















### Resources

- http://www.ldonline.org/article/13002/
- http://www.udlcenter.org
- http://www.cast.org
- http://www.rti4success.org